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ABSTRACT

Based on a coordinated aural-oral approach, this language arts curriculum guide was developed to teach Navajo students English as a second language. The design of the curriculum provides for longitudinal and horizontal movements to favor concept formation by inductive experience. The plan gears instruction to three instructional levels: low (the learner with first to third grade reading achievement); medium (the learner with fourth to sixth grade reading skills); and high (the learner with seventh grade reading skills or above). Within each class the program provides for the placement of students in a group appropriate to their academic achievement and readiness. Each quarter is broken down into units on grammar, writing, speaking and listening, and reading and literature, with performance objectives listed under each. It is anticipated that this curriculum plan will offer a scope that will stimulate the students' interests, provide a means for closer correlation with their vocational interests and training, and open an avenue for broader cultural integration. (HOD)

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U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

LANGUAGE ARTS

INTERMOUNTAIN SCHOOL BRIGHAM CITY, UTAH

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LANGUAGE ARTS CURRICULUM

prepared by

THE LANGUAGE ARTS DEPARTMENT

INTERMOUNTAIN SCHOOL

1972

This publication has been printed by the Intermountain School vocational print shop under the direction of Miss Jean Shonka.

THE LANGUAGE ARTS PHILOSOPHY

We believe the goal of our English language arts is the maximum development of language competency enabling the individual to function favorably in today's society. This program will be based on a co-ordinated aural-oral approach.

Although functional and practical English is the key to all areas of the new learnings, it must have its foundations in the wholesome integration with the student's native culture and in the nourishment of the aesthetic nature of man.

Terminal objectives for student performance will be sequenced on a continuum to allow progress from simple to complex, from functional to enrichment, from concrete to abstract. Experiences will become less concrete and more vicarious as the student moves along the continuum. Progress will be structured to allow realistically for the needs and interests of the student, for appropriate minimal standards, and for evaluation.

The student will be placed according to objectives attained; encouraged to increase in knowledge, skills, and positive attitudes. He should be aware of his progress and position on the continuum.

Because nearly all of our students are learning English as a second language, we feel that our approach to a useful program of grammar instruction must be focused on the forms, functions and meanings of the sentence.

Despite the trend away from traditional prescriptive grammar instruction and the premise that the native speaker of English already has a functional command of the language, our problem is not that of analyzing the reasons for the ways one uses the language but that of showing a student how to use the language.

CURRICULUM RATIONALE

Intermountain Navajo students are overaged and are three to six years behind in academic achievement. Because of the advanced age of these students a curriculum has been organized and adapted to meet their needs in mastering the skills of a second language sufficiently to prepare themselves for advanced schooling or to function in an occupational trade.

The design of the curriculum, as shown in the chart, provides for longitudinal and horizontal movements to favor concept formation by inductive experience. This design places the new learning in the setting of four language arts areas to encourage facility in the use of the skill. It is intended that work in all four areas be used concurrently as reinforcing factors and not as separate media.

Proficiency in the use of spoken and written English has been one of the most limiting factors in placing these students in fields of employment.

It is anticipated that this curriculum plan will offer a scope that will stimulate the student's interest, provide a means for closer correlation with his vocational interests and training, and at the same time open an avenue for broader cultural integration.

The curriculum offerings are grouped into levels of proficiency to define basic minimal learnings. The scope of the program and the objectives have been kept constant. The plan gears instruction to three general levels: low (the learner with first to third grade reading achievement); medium (the learner with fourth to sixth level reading skills); high (the learner with seventh grade reading skills, or above).

Within each class--pre-high, freshman, sophomore, junior, or senior--the program provides for the placement of the student in a group appropriate to his academic achievement and readiness. This enables the student to move at his own pace. An advanced freshman could be receiving instruction in a "high group," while a slow senior receives the same kind of learning in a slower paced "low group."

The staff is encouraged to use this plan critically as a working model. Teachers should note their point for revision with suggestions for implementation. Refinements from teacher suggestions will be significant in this early stage of development in rendering a practical and functional curriculum.

Mr. Vincent DeNunzio
Language Arts

LANGUAGE ARTS CURRICULUM

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LANGUAGE ARTS CURRICULUM

GENERAL OBJECTIVES

Speaking and Listening

1. The student will repeat orally patterns which he will use in sentences.
2. The student will follow directions and give directions.
3. The student will use dictionary guides for enunciation and pronunciation.
4. The student will express opinions coherently.
5. The student will identify main ideas from listening.
6. From listening, the student will detect related ideas, valid opinions and extraneous material.

Reading and Literature

1. The student will read to enlarge his experiences and relate them to the world around him.
2. The student will identify with those vicarious experiences in literature that relate to his needs.
3. The student will recognize elements of style in prose and poetry.
4. Increased rate of comprehension will be accomplished through recognition of main ideas in organization of sentences, paragraphs and articles.
5. The student will adjust his rate of reading according to his purpose.
6. The student will pick out such rhetorical devices as colored words, valid proofs, rationalizations, false comparisons, invalid generalizations.
7. The student will use reading experiences to aid in forming his own critical opinions of issues and problems.
8. The student will increase his vocabulary power through use of word structure, context clues and appropriate use of new words.

LANGUAGE ARTS CURRICULUM

GRAMMAR OBJECTIVES

1. The student will recognize basic sentence patterns in English.
2. The student will express time and tense with 80% accuracy.
3. The student will handle the problems of usage in the area of agreement 75% of the time.
4. The student will apply the skills learned relating to sentence structure in his writings.

WRITING OBJECTIVES

1. The student will use correct penmanship.
2. The student will write sentence patterns which he has used orally.
3. The students will write friendly and business letters using correct form.
4. The student will fill out various forms required in day to day living.
5. The student will write organized paragraphs with proper punctuation.
6. The student will structure a paper based on research.
7. The student will convey in writing his feelings, experiences and opinions.

LANGUAGE ARTS CURRICULUM

TABLE OF CONTENTS

First Quarter	Page
Scope - First Quarter	1
Orientation	5
Survey	6
Sentence	7
Tools of Writing	9
Oral Enrichment	10
Dictionary	10
Magazine Study	10
Paragraph	11
Vocabulary Development	12
Newspaper	13

Second Quarter	Page
Scope - Second Quarter	2
Sentence	14
Narration	15
Literature	16
Mood Sketches	18
Explanation	19
The Art of Seeing	20
Biographical Sketch	21
Book Reports	22

LANGUAGE ARTS CURRICULUM

TABLE OF CONTENTS

Third Quarter	Page
Scope - Third Quarter	3
Sentence	23
Paragraph Development	25
Essays	25
Declamation	26
Listening - Taped Stories	26
Book Reports	27
Literature	28
Reporting Articles	30
Preparation for Speech and Poetry Festival	31
Article Reading	32
Writing a Criticism	33
Writing to Persuade	33
Argumentation	34

Fourth Quarter	Page
Scope - Fourth Quarter	4
Sentence	35
Panel Discussion	37
Creative Writing	37
Literature	38
Classroom Drama	40
Role Playing	40
Small Group Reading	40
Class Reading	41
Literature	42
Novel	43

LANGUAGE ARTS CURRICULUM

First Quarter

SCOPE

GRAMMAR

ORIENTATION

SURVEY TEST

SENTENCE

1. NOUN + VERB
   Boys run.

2. ARTICLE + NOUN + VERB
   The dog barks.

3. ARTICLE + ADJECTIVE + NOUN + VERB
   The mean dog barked.

Now that the comolete noun phrase has been introduced all subsequent reference to noun functions will be NP, meaning any form of the noun phrase.

4. NP + V (be) + ADJ.
   The short boy is happy.
5. NP + V (be) + NP
   The boy is my brother.

6. NP + V + ADVERB
   The dog barks loudly.

7. NP + V + PREPOSITIONAL PHRASE
   The boy went to town.

8. NP + PP + V
   The boy on the ground fell.

WRITING

ORIENTATION

SURVEY TEST
- penmanship
- punctuation skills
- spelling
  - (department wide culminating weekly activity)
- organizational skills
- figures of speech

LETTER WRITING
- forms
- social
- business

TOOLS OF WRITING
- punctuation
  - comma
  - hyphen
  - quotation marks
  - apostrophe

PARAGRAPH
- form and purpose
- content
  - one topic
- paragraph plan
  - developing details
  - one topic
- steps in planning
  - topic sentence
    - position
- descriptions
  - varied sentences

SPEAKING & LISTENING

ORIENTATION
including the history of the language

SURVEY TEST
- evaluation
  - enunciation
  - pace
  - pitch
  - tone
  - volume

ORAL ENRICHMENT SHEETS (continuing)
- provided by ESL

READING & LITERATURE

ORIENTATION

SURVEY TEST
determine reading level

VOCABULARY DEVELOPMENT (continuing)
- meaning through punctuation
- denotation
- connotation
- specific meaning
  - root words
  - word families
  - prefixes
  - suffixes
  - context clues

DICTIONARY
- pronunciation
- etymology

MAGAZINE STUDY

NEWSPAPER STUDY

LANGUAGE ARTS CURRICULUM

Second Quarter

SCOPE

GRAMMAR

SENTENCE

9. NP + V + NP
   The boy hit the ball.

WRITING

NARRATION
- effective verbs

PUNCTUATION
- direct quotations

MOOD SKETCHES
- sound and color sentences
- an experience where sound dominates
- competent witness-alert listener

THE ART OF SEEING
- (senses)
- word syllables
- words expressing the five senses
- syllable counting for pattern

BIOGRAPHICAL SKETCH

THE IMAGE
- haiku
- tanka
- syllable and word cinquains

SPEAKING & LISTENING

NARRATION
- effective verbs

REPORTS
- on materials read
- sharing parts of stories

EXPLANATIONS
- understanding of carefully considered details
- over-all opinion
- supporting facts
- character evaluation
- story action

CHORAL POETRY

READING & LITERATURE

FICTION
- short story elements
- function of setting
- methods of character development
- theme
- sensory imagery
  similes, metaphors

BOOK REPORTS
- outside reading
- main idea
  major and minor details
- sequence
  set purpose for reading
  specific information
  overview
  broaden knowledge
  recreation
- author's bias and tone

LITERATURE
- directed reading

LANGUAGE ARTS CURRICULUM

Third Quarter

SCOPE

GRAMMAR

SENTENCE

(IO) (DO)

10. NP + V + NP + NP
John gave Mary the book.

(DO) (OC)

11. NP + V + NP + ADJ.
Mother dyed the rug red.

(Note change of meaning if the adjective were to precede the D.O.)

12. Adjective functions of Participles

(Since a participle has an adjective function, it may be found in places adjectives normally appear appear.)

e.g. The barking dogs fought.
The people sleeping are snoring.

Ken caught the sluffing students.

13. Gerunds and gerund phrases in noun functions.

e.g. Eating is enjoyable. (Gerund as subject)
My hobby is knitting. (Gerund as Pred. Noun)

WRITING

PARAGRAPH DEVELOPMENT
- main idea
- major and minor details
- types:
  - introductory
  - definition
  - illustration
  - example
- comparison-contrast
- summary

REPORTING ARTICLES
- periodicals & references
- development of outline
- preparation of resources
- resource paper

WRITING A CRITICISM

WRITING TO PERSUADE
- building effective sentences
- development of logical order
- detecting valid details

SPEAKING & LISTENING

DECLAMATION
- understanding author's meaning
- expressing ideas with understanding
- responding to ideas
- stating opinions gained from reading with facts to support them
- interpretation of current events based on a number of sources
- study of a declamatory piece for feeling and interpretation

PREPARATION FOR POETRY AND SPEECH FESTIVAL

PERSUASION

ARGUMENTATION
- selection of topic
- development of a point of view
- refutation of a point of view using facts
- following logical order
- establishment of proofs
- summarizing; drawing a conclusion

READING & LITERATURE

ESSAYS
- types of paragraph development

BOOK REPORTS
- outside reading

LISTENING - TAPED STORIES
- periodic discussions
- over-all impression
- evaluation

ARTICLE READING
- detecting bias
- identifying colored words
- following implications
- recognizing main idea
- following author's organization
- making criticism, comparison
- evaluating author's contribution

LITERATURE
- directed reading
- reading skills

LANGUAGE ARTS CURRICULUM

FIRST QUARTER

CONTENTS

Orientation
Survey
Sentence
Tools of Writing
Oral Enrichment
Dictionary
Magazine Study
Paragraph
Vocabulary Development
Newspaper

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
ORIENTATION	ORIENTATION	ORIENTATION

TERMINAL OBJECTIVE

IN THE SCHOOL ORIENTATION UNIT, THE STUDENT WILL: CONTRIBUTE, AT LEAST ONCE ORALLY, IN ESTABLISHING CLASS GOALS AND STANDARDS; TOUR THE CAMPUS, LOCATING GYMS, CLASSROOMS, BUILDINGS BY SUBJECT AREAS, ADMINISTRATION BUILDINGS, CAMPUS SHOPS, AUDITORIUM, ETC.

LOW	MEDIUM	HIGH
The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
* Introduce himself in an acceptable manner to the class.	* Review an outline of the semester's work.	* Write the rules of conduct which will govern student behavior in the Language Arts Department.
* Introduce a friend or the teacher to the class.	* Participate in setting standards for class work and conduct.	* Indicate on maps the major areas of the school: academic and vocational offices, classrooms and shops, guidance center, care center, clinic and administrative offices.
* Answer correctly (70% of the time) review questions about introductions and goals.	* Take the C. A. T. or the Nelson Silent Reading tests to determine his reading level.	* Identify, by photograph and name, administrative personnel on campus as well as the locations in which these people may be found.
* Discuss and set up classroom and building standards.		
* Tour the building, locating the library, office, rooms, and his own classroom.		
MATERIALS		
Teacher-prepared guide Map of Intermountain Campus	C. A. T and/or Nelson Silent Reading Tests Teacher-prepared tests Map of Intermountain School	Area map of Intermountain School Photographs of administrative personnel with whom students should be familiar.

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
SURVEY	SURVEY	SURVEY

TERMINAL OBJECTIVE

IN THE SURVEY-TEST UNIT, THE STUDENT WILL: TAKE A TEST COVERING AREAS OF PENMANSHIP, PUNCTUATION SKILLS, SPELLING, ORGANIZATIONAL SKILLS, FIGURES OF SPEECH, AND READING ACHIEVEMENT.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
R Take a reading test which will include vocabulary, word attack skills, sentence meaning, paragraph structure and oral reading.	W Write one paragraph, selecting his own subject and having a minimum of five sentences. (To be entered in students' folders).	R Take and have recorded the results of the C. A. T. and/or Gates-MacGinitie Tests as a basic measure of competency in reading and literature and, where applicable, complete a teacher-prepared survey test.
G Take a teacher-prepared pretest covering areas of grammar.		
W Arrange at least five events in a simple narrative selection in the correct sequence.		
S Take a test to measure enunciation, pace, pitch, tone and volume.		S Use tape recorder to hear and evaluate his enunciation, pace, pitch, tone and volume.
MATERIALS		
STEP Test Monroe and Sherman - Diagnostic Reading Aptitude and Achievement Reading Achievement (Sheldon Series 4-6) In-house Pre-Test Nelson Silent Reading	STEP Test Monroe and Sherman - Diagnostic Reading Aptitude and Achievement Reading Achievement (Sheldon Series 4-6) In-house Pre-Test	STEP Test Monroe and Sherman - Diagnostic Reading Aptitude and Achievement Reading Achievement (Sheldon Series 4-6) In-house Pre-Test SRA

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
SENTENCE	SENTENCE	SENTENCE

TERMINAL OBJECTIVE

THE STUDENT WILL: USING THE GRAMMAR CONCEPTS INDICATED, FILL OUT FORMS, WRITE SOCIAL AND BUSINESS LETTERS, EVALUATE A MINIMUM OF THREE SPEAKING EXPERIENCES; SHOW GROWTH IN SPECIFIC AND GENERAL VOCABULARY.

LOW

The student will:

G Write simple sentences which include:

1. Noun + Verb
   Boys run.
   John runs.

2. ARTICLE + NOUN + VERB
   The dog barks.
   A lion growled.

3. ARTICLE + ADJECTIVE + NOUN + VERB
   The mean dog barked.
   A small boy runs.

W In writing correctly complete enrollment cards, simple social and business letters.

S Through speaking and listening, evaluate a minimum of three speaking experiences.

VOCATIONAL LANGUAGE ARTS (Letter Writing)
Pre-determined Language Arts Textbooks
Enrollment Cards

MEDIUM

The student will (in addition to low level):

G Write sentences which include:
NOUN + NOUN + VERB
Boys and girls play.

NOUN + VERB + VERB
Boys run and play.

NOUN + NOUN + VERB + VERB
Boys and girls run and play.

All subsequent reference to noun functions will be NP, meaning any form of the noun phrase.

NP + V + ADJ. (be)
The short boy is happy.

NP + NP + V + ADJ. (be)
The boys and girls are sleepy.

NP + V + ADJ. + ADJ. (be)
Mary is sad and lonely.

MATERIALS

Pre-determined language arts textbooks related to all areas of the curriculum

HIGH

The student will (in addition to medium level):

G Have mastered all the extensions of each pattern, or at least have functional control of the following:

N + V
ARTICLE + N + V

G Write simple sentences using compound subjects and verbs.

G Expand his mastery of nouns by working with concrete, proper, plural forms, count and non-count nouns.

G Use these kinds of nouns to review these sentence patterns.

A + ADJ. + N + V
NP + V (be) + ADJ. (Predicate Adjective)

G Use action verbs, find the function of their infinitive forms, use various forms of the verb, and write the correct form to produce agreement

Pre-determined language arts textbooks related to all areas of the curriculum

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
SENTENCE	SENTENCE	SENTENCE

TERMINAL OBJECTIVE

THE STUDENT WILL USE EXTENSIONS OF SENTENCES WITH ONE- AND TWO-WORD ADVERBS INDICATING TIME, MANNER, AND LOCATION; USE SENTENCES CONTAINING PREPOSITIONAL PHRASES USED AS ADVERBIALS OF TIME, LOCATION AND MANNER.

LOW

The student will:

G Identify groups of words that are sentences.

G Write complete sentences.

G Identify and write declarative and interrogative sentences.

MEDIUM

The student will (in addition to low level):

G Write sentences which include:

NP + V + ADV. + ADV.
The wind blew very hard.
The girls went home yesterday.

ARTICLE + ADJ. + ADJ. + N + V
The big red balloon popped.
(any previous elements of compounding)

NOUN + VERB + PP + PP (Prepositional phrase)
Joe went to town after school.

HIGH

The student will (in addition to medium level):

G Identify definite and indefinite articles.

G Use the conjunctions and, or, but.

W Use capitalization for proper nouns and at the beginning of sentences; use end punctuation marks for sentences and punctuate words and phrases in a series.

G Review the following sentence patterns:

NP + V + NP (Predicate Noun)
NP + V + ADV.
NP + V + PP
NP + PP + V
NP + V + NP (Direct Object)

(The student will be able, in speaking and writing, to formulate sentences in any of the patterns so as to convey an idea in an acceptable manner.)

MATERIALS

Pre-determined language arts text books related to all areas of the curriculum

Pre-determined language arts textbooks related to all areas of the curriculum

Pre-determined language arts textbooks related to all areas of the curriculum

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
TOOLS OF WRITING	TOOLS OF WRITING	TOOLS OF WRITING

TERMINAL OBJECTIVE

IN THE TOOLS OF WRITING UNIT, THE STUDENT WILL: EXPRESS HIS IDEAS IN A CLEAR, COHERENT, CORRECTLY PUNCTUATED MANNER IN SENTENCES.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Identify and write sentences using the period, question and exclamation marks.	W Write three kinds of social letters, following the standard form for friendly letters, invitations, and thank-you notes.	W Practice punctuating more difficult sentences.
W Write sentences using commas in dates and in series.	W Identify and punctuate in standard form the parts of a social letter - heading, greeting, body, closing and signature.	W Demonstrate mastery of capitalization.
W Use commas in greetings and closings of letters.	W Address envelopes using the correct format.	
W Use apostrophes in contractions.	W Use commas in a series, dates and addresses, direct quotations, and in direct address.	
W Use periods in abbreviations.		
W Use the colon in business letters.		
W Use capital letters in titles of respect, names of days, holidays, months, persons, pets, streets, poems, signs and labels, titles of books and stories.		
W Use capital letters to begin sentences.		
MATERIALS		
Using Good English Three (Laidlaw text and workbook) Oral and Written Composition Three (MacMillan) English Can Be Easy (Holt, Rinehard and Winston)	Filmstrips in IMC EDL Books and Tapes: EA 3, EA 4, FA 5	Filmstrips: K-1 Comma L33 Comma in a series L34 Comma - addresses and dates L35 Comma - direct address L36 Comma with appositives L37 Comma with clauses and phrases L38 Comma in miscellaneous usage

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
ORAL ENRICHMENT SHEETS	ORAL ENRICHMENT SHEETS	ORAL ENRICHMENT SHEETS

TERMINAL OBJECTIVE

THE STUDENT WILL READ AND WRITE PARAGRAPHS TO FOLLOW THEIR FORM AND GET THE MAIN IDEA; PROVE MAIN IDEA SENTENCES IN PARAGRAPHS BY CHECKING WITH DETAILS; USE ORAL ENRICHMENTS SHEETS FOR PRONUNCIATION, ENUNCIATION, AND SYNTAX; USE THE DICTIONARY AS AN AID IN PRONUNCIATION; IDENTIFY DIFFERENT KINDS OF MAGAZINES AND DISTINGUISH BETWEEN FICTION AND NON-FICTION ARTICLES.

The student will:

S Follow the oral enrichment sheets to practice correct English pronunciation, intonation and syntax.

DICTIONARY

R Select from among multiple meanings, the one meaning that the word has in a particular context.

MAGAZINE STUDY

R Examine the table of contents and the format of various types of magazines.

W Write and tell about an article from a book, magazine, newspaper or other source in his own words.

Oral Enrichment Sheets (Provided by ESL staff)
EDL Listen and Read EA
Tape EA 2 Using the Dictionary
Beginning Dictionary - Thorndike and Barnhart

The student will (in addition to low level):

S Follow the oral enrichment sheets to practice correct English pronunciation, intonation and syntax.

DICTIONARY

R Use the seven steps for dictionary entries: entry, pronunciation key, part of speech, syllabication, etymology, derived forms, definitions.

MAGAZINE STUDY

W Identify and write a list of different kinds of magazines; distinguish between fiction and non-fiction selections.

R Locate the table of contents; find and explain the different sections.

R Follow the author's pattern of development in a magazine article.

MATERIALS

Transparencies - Instructo and Ideal
EDL Lesson Books and Tapes

The student will (in addition to medium level):

S Follow the oral enrichment sheets to practice correct English pronunciation, intonation and syntax.

DICTIONARY

R Use the dictionary to aid him in the pronunciation of words by using diacritical marks in the phonetic key.

R Enlarge his vocabulary by working with synonyms and antonyms.

MAGAZINE STUDY

W Preview and read at least two selections of romantic fiction from a magazine and two selections from a non-fiction magazine.

S Explain orally the purposes of each general type of magazine.

Films: We Discover the Dictionary
Word Building in Our Language
EDL Lesson Books and Tapes

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
PARAGRAPH	PARAGRAPH	PARAGRAPH

TERMINAL OBJECTIVE

THE STUDENT WILL WRITE PARAGRAPHS USING CORRECT FORM WITH TOPIC SENTENCES AND SUPPORTING SENTENCES.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Write simple paragraphs using correct form: indentations, margins, topic sentences with three or four supporting sentences.	W Organize five related sentences into a paragraph. W Master indentation of paragraphs. W Organize paragraphs with details relating to the main idea. W Locate and identify the topic sentences in various positions in a given group of paragraphs.	W Indent correctly. W Demonstrate the use of the topic sentence. W Find and write the topic sentence in various positions in the paragraph. W Write a paragraph of five to ten sentences observing the above paragraph skills. W Compose a topic sentence for paragraphs that do not have a stated topic sentence.

MATERIALS

Film: Let's Write a Story EDL Listen and Write FA Tape: FA 3 Oral and Written Composition 3 Film: Building Better Paragraphs	Outlining A Written Composition: Five steps in writing, conclusion, patterns in paragraphs, making transitions Tapes: F-9 Paragraph Keys, F-8 Spotting Topics Filmstrip L23 Building a Paragraph	Programmed Writing - Gordon, Bugard, Young EDL Listen and Read EA (Paragraphs) Advanced Skills in Reading - Books 1, 2, 3

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
VOCABULARY DEVELOPMENT	VOCABULARY DEVELOPMENT	VOCABULARY DEVELOPMENT

TERMINAL OBJECTIVE

THE STUDENT WILL REVIEW TO MASTER CONSONANT AND VOWEL SOUNDS, APPLY RULES OF SYLLABICATION; USE CONTEXT CLUES TO DETERMINE THE MEANINGS OF NEW WORDS AND TO IDENTIFY THE CONTROL CONTEXT HAS IN THE MEANINGS OF WORDS.

The Student will:	The student will (in addition to low level):	The student will (in addition to medium level):
R Sk Through the use of phonetics be able to pronounce beginning, medial, and ending consonants.	R Sk Use consonant blends and digraphs, in beginning, medial, and final positions.	R Sk Add prefixes to basic roots to change meaning of words.
R Sk Become independent in pronouncing long and short vowels.	R Sk Review long and short vowel patterns and pick out schwa sounds in unaccented syllables.	R Sk Use noun endings to change function of words e.g. (-ment).
R Sk Expand words by adding simple semantic endings (-s, -ing, -ly, -ed).	R Sk Apply rules of syllabication (double consonants) --like and unlike.	R Sk Determine various meanings of words as the context changes.
R Sk Find examples of these words being studied in the reading materials.	R Sk Find the dictionary meaning of a word as is controlled by the context.	R Sk Pick out figurative expressions in sentences from reading.
R Sk Place words from their reading in correct position in sentences to give the proper meaning.	R Sk Find, in reading, the values needed for achievement in sports.	R Sk Follow the clues in a paragraph the author uses to develop a character or an idea.
R Sk Pick out meanings relating to personal experiences from stories.	DR Read animal stories.	
R Sk Give the meaning of selected sentences.		

MATERIALS

Kottmyer, Conquests in Reading; Level 1 Dr. Spello; Words Can Be Fun; Phonics We Use - D&E; Guide Book to Better Reading; Be a Better Reader - A&B; Advanced Skills in Reading Level 1; Discovery - Ginn; American Adventures with Skys and Wings, Level 9 - Ginn; Teenage Tales - A&B	Kottmyer, Dr. Spello II; Tactics in Reading Level I; Phonics We Use F&G; Be a Better Reader Book I; Suggested supplemental material: SRA, Digest Skill Builders; Exploration - Ginn; Voices I - Ginn; On the Edge - Ginn; Deeds of Men and a Call to Adventure - Lyons & Carnahan	Word Wealth; Tactics in Reading, Level II; Be a Better Reader, Level II & III; Supplemental material: SRA; Reader's Digest Skill Builders; Voices II - Ginn; To Turn a Stone - Ginn; New Horizons

LANGUAGE ARTS CURRICULUM

First Quarter

LOW	MEDIUM	HIGH
NEWSPAPER	NEWSPAPER	NEWSPAPER

TERMINAL OBJECTIVE

THE STUDENT WILL USE THE NEWSPAPER AS A TOOL FOR READING.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
R Locate news articles, sports page, comic section, movie advertisements, T.V. and radio guides.	R Use the table of content to locate all the sections of the newspaper.	R Use the newspaper to keep informed about job opportunities, feature news, editorials, and current events.
R Read headlines and captions under pictures as main ideas of news stories.	S Give an oral report on student-selected newspaper article.	R Acquire and evaluate new ideas.
R Follow the pattern of a news article to get the gist of the story (who, when, where, why, what).	R Interpret meanings of editorial cartoons.	R Interpret factual information presented in graphs, charts, tables, and other graphic materials.
S Share with the class orally a reaction he has had to something he has read in the newspaper.	W Write a short editorial for Eagle Views.	W Write a feature article and/or editorial for Eagle Views.
MATERIALS		
Eagle Views Navajo Times Your Newspaper: An Exciting World At Your Fingertips Useful Language Americans Read (Language Lab Material)	Salt Lake Tribune Navajo Times Eagle Views	Newspapers: Navajo Times, Eagle Views, Gallup Independent, Ogden Standard, Salt Lake Tribune, Box Elder News and Journal The Newspaper in the Classroom, Copley Newspaper, Department of Education, San Diego, 19o7

LANGUAGE ARTS CURRICULUM

SECOND QUARTER

CONTENTS

Sentence
Narration
Literature
Mood Sketches
Explanation
The Art of Seeing
Biographical Sketch
Book Reports

LANGUAGE ARTS CURRICULUM

Second Quarter

TERMINAL OBJECTIVE

THE STUDENT WILL INCREASE HIS MASTERY OF SENTENCE PATTERNS BY EXTENDING THE SENTENCE PATTERNS AS LISTED BELOW. HE WILL EVALUATE HIS PATTERNS THAT NEED EMPHASIS BY TAKING REVIEW TEST B AS OUTLINED.

LOW SENTENCE

The student will:

(Now that the complete noun phrase has been introduced, all subsequent reference to noun functions will be NP, meaning any form of the noun phrase.)

G Write sentences using the following sentence patterns:

(be)

4. NP + V + ADJ.
   The short boy is happy.
   The big boys are tired.

(be)

5. NP + V + NP
   The boy is my brother
   Those girls are his classmates.

6. NP + V + ADV.
   The dog barks loudly.
   The girls ran home.
   John left yesterday.

Pre-determined language arts textbooks related to all areas of the curriculum

MEDIUM SENTENCE

The student will (in addition to low level):

G Write sentences using the following sentence patterns:

(be)

5. NP + NP + V + NP
   Joe and he are friends.

(be)

NP + V + NP + NP
The tall girl and the short boy are brother and sister.

NP + V + NP + NP
Joe is my friend and classmate.

G Write sentences using the following sentence pattern:

9. NP + V + NP
   The boy hit the ball
   John shut the door.

MATERIALS

Pre-determined language arts textbooks related to all areas of the curriculum

HIGH SENTENCE

The student will (in addition to medium level):

G Evaluate his mastery of the following sentence patterns:

1. N + VP — Boys are running.
2. ART. + N + VP The girl is playing
3. ART. + ADJ. + N + VP
   The young boy was crying.

(be)

4. NP + VP + ADJ.
   He is being stubborn.

(be)

5. NP + VP + NP
   She could be my relative
6. NP + VP + ADV.
   The water is running swiftly.
7. NP + VP + PP
   John is going to town.
8. NP + PP + VP
   The lion in the cage is growling.
9. NP + VP + NP
   Mary is eating candy.

G Change the above sentence patterns into interrogative transforms.

Pre-determined language arts textbooks related to all areas of the curriculum

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW	MEDIUM	HIGH
NARRATION	NARRATION	NARRATION

TERMINAL OBJECTIVE

THE STUDENT WILL EXPRESS IDEAS CLEARLY BY USING COLORFUL VERB PHRASES EFFECTIVELY IN WRITING AND TELLING THE MAIN POINTS OF A NARRATION. HE WILL USE PUNCTUATION TO EXPRESS HIS MEANING. HE WILL FIND THE ELEMENTS OF THE SHORT STORY TO SEE THE QUALITIES AND FUNCTIONS OF FICTION.

The student will:

S Use verbs effectively in telling the main points in a narration.

W Make simple reports on materials from reading lessons.

S Express himself effectively in English in dialogue with the teacher or a classmate.

S Compare two articles of similar nature and tell why one is better than the other.

S Tell three or four events leading to the climax, the climax, and the falling action.

S Explain how the setting helps make an interesting story and illustrate how particular elements play a dominant part.

The student will (in addition to low level):

S Use effective action words to sustain the interest of the audience.

W Write a narration using effective verb phrases and correct punctuation (including direct quotations).

W Indent to write a new paragraph for each change of speaker in written composition.

S Share parts of a story that appeal to him.

S Discuss some of the qualities of a good conversationalist.

DR Read dialogues orally.

The student will (in addition to medium level):

S Give narrative readings with emphasis on effective language (verbs, tense, pronunciation and endings).

W Note and list specific elements of narrative writing.

DR Read orally in a conversational tone of voice.

DR Select materials which will be enjoyable to an audience.

S Create in voice patterns the qualities in tone, pitch, pacing and volume that keep the audience with the speaker.

DR Differentiate between dialogue and narrative material.

S Read dialogue with two characters making differentiation through tone, pitch, direction for the characters.

MATERIALS

Using Good English
English For Meaning

Oral and Written Composition
Language and How to Use It (Books 5 - 6)

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW LITERATURE

MEDIUM LITERATURE

HIGH LITERATURE

TERMINAL OBJECTIVE

THE STUDENT WILL READ LITERATURE TO FIND ADVENTURE, MYSTERY, AND ACTION; HE WILL FIND PERSONAL VALUES FROM READING EXPERIENCES AND WILL EXPLORE AREAS OF MANKIND'S ACHIEVEMENTS AND THEMES OF HUMAN DEVELOPMENT. HE WILL BECOME ACQUAINTED WITH WRITINGS OF AMERICAN AUTHORS AND WITH SELECTIONS FROM WORLD LITERATURE.

The student will:

R Sk Recognize sentence meaning controlled by specific words.

R Sk Fill in the blanks in sentences with words from reading to demonstrate understanding.

R Sk Use context clues to determine the meaning of a new word.

R Sk Select words that indicate feelings in a paragraph.

R Sk Apply the sentence patterns covered in grammar.

Kottmyer, Conquests in Reading; Dr. Spello Level I; Words Can Be Fun; Phonics We Use - D&S; Guide Book to Better Reading; Be a Better Reader - A&S; Advanced Skills in Reading Level I

The student will (in addition to low level):

R Sk Get word meaning through context from reading.

R Sk Give meanings to words through their parts: suffixes (-cy, -ion, -ity, -ible, -ive, -ly); prefixes (meaning no, opposite, wrong, in, together).

R Sk Identify the core elements in difficult sentences found in reading.

R Sk Use sentence patterns covered in grammar.

R Sk Write sentences using natural and inverted order.

R Sk Locate the position of the key sentence and read for details that support the main idea.

R Sk Extend core sentences with phrases and clauses.

MATERIALS

Kottmyer, Dr. Spello II; Tactics in Reading Level I; Phonics We Use - F&G; Be A Better Reader Book I; Advanced Skills in Reading; SRA; Digest Skill Builders

The student will (in addition to medium level):

R Sk Use principles of phonetics in pronunciation.

R Sk Use structural and context clues for word meanings and pronunciation.

R Sk Practice dictionary skills.

R Sk Find sentence meaning by picking out key words of difficult sentences.

R Sk Vary structure by placing key words in inverted order.

R Sk Show special meaning given to the key words by the descriptive words, phrases, and clauses.

R Sk Identify the functions of verbals, phrases, and figures of speech.

R Sk Follow the meaning through punctuation.

Word Wealth; Tactics in Reading, Level II; Be a Better Reader, Levels II & III; Advanced Skills in Reading III; SRA; Reader's Digest Skill Builders

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW

LITERATURE

The student will:

DR Read and discuss stories of danger and growing up.

DR Read and discuss legends and fables.

DR Read and discuss Indian Literature:
"What an Aztec Father Taught His Child", "Timber", "Pima Basketry", "About Navajo Religion", "The Magic Arrows", "Sons of Cloud".

DR Identify the moral of a fable as an introduction to his understanding of the theme concept.

DR Point out word pictures he finds in a selected piece of literature.

S Tell the ways, or the characteristics, in which the two things mentioned in a simile or a metaphor are alike.

S Tell the class about a story he has read.

MATERIALS

Discovery - Ginn; American Adventure With Skies and Wings, Level 9 - Ginn; Teenage Tales - ARB;
"Aztec Father", Anthology, p. 137
"Timber", Anthology, P. 225, Book 3
"Navajo Religion", article, New Trail, pp. 170-172
"The Magic Arrows", Anthology, p. 170
"Sons of Cloud", Filmstrip & Record, IMC

MEDIUM

LITERATURE

The student will (in addition to low level):

DR Read selections from the section for retelling: Giants of the Earth - Danger and Daring.

DR Select and study from Indian Literature: Biographies and "The Ghost Wife", "To Catch a Never Dream", "Oraibi and the Third Mesa"

MATERIALS

Exploration - Ginn; Voices I - Ginn; On the Edge - Ginn; Deeds of Men and A Call to Adventure - Lyons & Carnahan; Teenage Tales, Biography: Indians of Today
"The Ghost Wife", Wigwam Evenings, p. 246
"To Catch a Never Dream", Anthology
"Oraibi and the Third Mesa", New Trail p. 120

HIGH

LITERATURE

The student will (in addition to medium level):

DR Read selections from the section Builders of America.

DR Read from the section Great Moments in America.

DR Read the Stuff of Life or selections showing qualities of great leaders.

DR Read Indian Literature:
"Looting After the Custer Battle", "Black Elk Speaks", "Songs and Chants of Nezahualcoyotl", "Aztec Prince", "Somohalla Speaks", "Epistle of Corn Plant to the Governor of Penn."

MATERIALS

Voices II - Ginn; To Turn a Stone - Ginn; New Horizons
"Looting After the Battle", Anthology p. 155; "Black Elk Speaks"; "Songs and Chants", Anthology, p. 11; "Somohalla Speaks", Anthology, p. 160; "Epistle to Governor", Anthology p. 146

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW	MEDIUM	HIGH
MOOD SKETCHES	MOOD SKETCHES	MOOD SKETCHES

TERMINAL OBJECTIVE

THE STUDENT WILL SELECT FROM READING WORDS AND CLUES THE AUTHOR USES TO PRODUCE A MOOD; HE WILL IDENTIFY FACTORS IN HIS ENVIRONMENT WHICH WILL PRODUCE MOOD IN THE INDIVIDUAL: IN HIS WRITING HE WILL USE THESE FACTORS TO EXPRESS MOOD.

The student will:

W Write sentences and paragraphs using words to show human emotions.

W Write sentences using verbs that effectively express emotion.

W Write a paragraph that depicts an emotional tone using the verbs which express this tone effectively.

W Punctuate direct quotations in these sentences.

The student will (in addition to low level):

W Write mood sketches with sound and color words in sentences.

W Listen to and write about experiences where sound dominates.

W Write various patterns of NP which produce reaction to a person or thing.

W Vary the verb for more specific meanings.

W Expand core sentences to produce a desired mood.

W Vary sentence order and the order of modifying phrases.

MATERIALS

Transparencies: Composition Skills
EDL Listen and Write
Making Words Work (Chapter 8)
Power Tools in English (Chapter 8)
Language and How to Use It (Book 6)

The student will (in addition to medium level):

W Write a story of an emotional experience that has left a lasting impression.

W Relate in writing the impression and effects of a sound-dominated experience.

W Provide their own endings for selected stories to show understanding of setting, mood, characterization and theme.

Unfinished Stories (NEA)
Oral and Written Composition

LANGUAGE ARTS CURRICULUM

Second Quarter

TERMINAL OBJECTIVE

THE STUDENT WILL IDENTIFY THE EFFECT OF DETAILS IN MAKING CLEAR STATEMENTS; HE WILL MAKE A GENERALIZATION FROM WHAT HE HAS READ AND SUPPORT HIS OPINION WITH FACTS; HE WILL EVALUATE A CHARACTER AS IT IS REVEALED THROUGH STORY ACTION.

LOW

EXPLANATION

The student will:

W Select details based on a listening experience.

W Write a description or an impression based on a listening experience.

S Give an opinion formed from reading an article.

W Give an impression of a character in a story.

G Write sentences using the following sentence patterns:

7. NP + V + PP
   The boy went to town.
   Sally slept at night.

8. NP + PP + V
   The boy on the ground fell.
   The lion in the cage roared.

MEDIUM

EXPLANATION

The student will (in addition to low level):

S Assume responsibility as a speaker for detail.

S Give an opinion of the over-all worth of an article and support that opinion with facts from the article.

G Write sentences using the following sentence patterns:

9. NP + V + NP + NP
   Joe ate a hamburger and some fries.

   NP + V + V + NP
   The cowboy roped and tied the calf.

   NP + V + NP + V + NP
   The girl washed her face and combed her hair.

   NP + V + V + NP + NP
   The man watered and fed the sheep and goats.

HIGH

EXPLANATION

The student will (in addition to medium level):

W Give special consideration to details in explanations.

S Ask questions for information when explanations are not clear.

S Listen to own explanations on tape to evaluate clarity.

S Describe a work situation giving the processes involved and the use of the tool needed.

G The students will write sentences using the following sentence patterns

14. NP + V + NP + V (Compound Sentence)
    The girls danced and the boys watched.
    It must rain or the crops will die.

    A. NP + V (be) + ADJ. + NP + V (be) + ADJ.
       John is tall and Mary is short.

    B. NP + V (be) + NP + NP + V + NP
       Sally is my friend but Rose is my sister.

    C. NP + V + NP + NP + V + NP
       Bobby bought some candy and Ben ate it.

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW

THE ART OF SEEING

MEDIUM

THE ART OF SEEING

HIGH

THE ART OF SEEING

TERMINAL OBJECTIVE

THE STUDENT WILL WORK WITH WORDS WHICH EXPRESS EXPERIENCES WITH THE FIVE SENSES. THEY WILL USE THESE WORDS TO WRITE POETRY AND PROSE SELECTIONS; THEY WILL GIVE BOOK REPORTS ON OUTSIDE READING AND WILL PARTICIPATE IN CHORAL POETRY.

The student will:

G Use words referring to the sense of touch, taste, sight, smell, and hearing.

S Listen to taped stories and tell the main characters and the important events.

R Read aloud chorally or individually from a variety of materials.

R Participate in small groups to read certain portions of selections orally in class.

R Read solo parts.

Language Arts Scrapbook
Naatsiilid

The student will (in addition to low level):

W Improve his skill in describing sensory images (using the five senses).

W Find and write descriptive words with similar meanings for the five senses.

S Check his skill by having his classmates identify the unnamed object or scene in his description.

R Count the syllables in words.

R Use the skill in syllable counting to get patterns of line length.

MATERIALS

Language Arts Scrapbook
Naatsiilid

The student will (in addition to medium level):

W Develop imagery through the writing of haiku, tanka, and cinquain.

S Participate in choral poetry.

S Grow in poise and confidence through group reading with stress on punctuation, rhythm, intonation, clarity, meaning.

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW	MEDIUM	HIGH
BIOGRAPHICAL SKETCHES	BIOGRAPHICAL SKETCHES	BIOGRAPHICAL SKETCHES

TERMINAL OBJECTIVE

THE STUDENT WILL PREPARE AND REVISE EITHER AN ORAL OR WRITTEN BIOGRAPHICAL SKETCH TAKEN FROM HIS READING; HE WILL WRITE A SUMMARY OF AN ARTICLE HE HAS READ AND PROOFREAD HIS MATERIAL.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Write a one-paragraph biographical sketch.	S Share orally parts of a story that appeal to him.	W Write a biographical sketch of four or more paragraphs which will include a summary of the individual's contribution.
W List five important points from an article and place them in sequential order.	S Assume the responsibility as a speaker for making a clear statement by using details.	W Make a main idea outline of an article read from a newspaper or magazine; from this write a summary paper.
S Present a simple report on materials from reading lessons.	S Give an opinion of the over-all worth of an article and support that opinion with facts from the article.	W Write, proofread, and rewrite a summary paper.
S Tell the main events in a story.	W Write a biographical sketch of more than one paragraph.	
	W Proofread biographical sketches, written paragraphs, summary papers, etc. using guide lines given by the teacher.	
	W Extract and write notes from reading material to be used in summary papers.	
	W Write summary papers using the preceding objectives for writing paragraphs, for proofreading, and note taking.	
	MATERIALS	
See sections of pre-determined language books, e.g. Using Good English.	Tape: F-28 Biography Living Language Outlining A Written Composition Filmstrips: L20 Information - What to ask, How and where to Find Answers, Part I L21 Part II J 31 Reports - Finishing Reports	See Sections of pre-determined language books, e.g. English For Meaning

LANGUAGE ARTS CURRICULUM

Second Quarter

LOW	MEDIUM	HIGH
BOOK REPORTS	BOOK REPORTS	BOOK REPORTS

TERMINAL OBJECTIVE

THE STUDENT WILL READ OUTSIDE MATERIAL AND GIVE AN ORAL OR WRITTEN BOOK REPORT ON HIS SELECTION TO SHOW HIS GRASP OF STORY CONTENT; HE WILL GIVE REACTIONS TO AUTHOR'S MATERIAL.

The student will:

W Write phrases describing an object through the use of the five senses.

W Find and write words that have one two, three, four and five syllables which use sensory imagery.

W Write haiku using syllable line lengths of 5-7-5.

W Write tanka using syllable line lengths of 5-7-5-7-7; syllable cinquains using syllable line lengths of 2-4-6-8-2; and word cinquains.

The student will (in addition to low level):

W Demonstrate his understanding of outside reading by writing or giving book reports.

S Report on a short story giving the setting, conflict, character development, and the outcome.

The student will (in addition to medium level):

R Read and identify stories which lend themselves to retelling.

S Compare examples of tone and cadence in the interpretation of retold stories.

W List the elements needed for story telling.

W List and follow the steps required in adapting a story for telling.

W Prepare a story for presentation to the class or other groups.

S Recite from his own literary heritage the stories that present history, legend and humor.

S Give a book report that will reflect the author's point of view.

MATERIALS

Ginn Series (Books 6 & 7)
Let Us Teach Poetry

Ginn Series (Books 6 & 7)
Let Us Teach Poetry

LANGUAGE ARTS CURRICULUM

THIRD QUARTER

CONTENTS

Sentence
Paragraph Development
Essays
Declamation
Listening - Taped Stories
Book Reports
Literature
Reporting Articles
Preparation for Speech and
Poetry Festival
Article Reading
Writing a Criticism
Writing to Persuade
Argumentation

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
SENTENCE	SENTENCE	SENTENCE

TERMINAL OBJECTIVE

THE STUDENT WILL INCREASE HIS MASTERY OF SENTENCE PATTERNS BY WRITING SENTENCES WITH DIRECT OBJECTS, TRANSFORMS, AND VERBALS.

The student will:

G Write sentences using the following sentence patterns:

9. NP + V + NP
   The boy hit the ball.
   John shut the door.

Review B

1. N + VP
   Boys are running.
2. ART. + N + VP
   The girl is playing.
3. ART. + ADJ. + N + VP
   The young boy was crying.
4. NP + VP + ADJ.
   He is being stubborn.
5. NP + VP + NP
   She could be my relative.
6. NP + VP + ADV.
   The water is running swiftly.

The student will (in addition to low level):

G Have at least functional control of the following sentence patterns:

Review A
1. N + V
2. ART. + N + V
3. ART. + ADJ. + N + V (be)
4. NP + V + ADJ. (Predicate Adjective) (be)
5. NP + V + NP (Predicate Noun)
6. NP + V + ADV.
7. NP + V + PP (Prepositional Phrase)
8. NP + PP + V
9. NP + V + NP (Direct Object)

Review B

1. N + VP
   Boys are running.
2. ART. + N + VP
   The girl is playing.
3. ART. + ADJ. + N + VP
   The young boy was crying.
4. NP + VP + ADJ.
   He is being stubborn.
5. NP + VP + NP
   She could be my relative.

The student will (in addition to medium level):

G Use a participle in any place where an adjective may appear.

12. a. The barking dogs fought.
    b. The people sleeping are snoring.
    c. Ken caught the sluffing students.
    d. He was the arresting officer.
    e. Joe belonged to the riding club.

13. Use gerunds functioning as nouns.

    a. Eating is enjoyable. (Gerund as subject)
    b. My hobby is knitting. (Gerund as predicate noun)
    c. John enjoys sleeping. (Gerund as direct object)
    d. Joe had a blackeye from fighting. (Gerund as object of preposition.)

14. Use combinations of compounded elements to increase levels of complexity. Add preposition phrases as mastery of the basic element is achieved.
NP + V + NP + V (Compound Sentences)
The girls danced and the boys watched.

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW

SENTENCE

The student will:

G Continue with Review B.

7. NP + VP + PP
   John is going to town.

8. NP + PP + VP
   The lion in the cage is growling.

9. NP + VP + NP
   Mary is eating candy.

MEDIUM

SENTENCE

The student will (in addition to low level):

G Continue with Review B.

6. NP + VP + ADV.
   The water is running swiftly.

7. NP + VP + PP
   John is going to town.

8. NP + PP + VP
   The lion in the cage is growling.

9. NP + VP + NP
   Mary is eating candy.

G The student will be able to recite and write sentences in interrogative form from the declarative patterns introduced up to this point.

Sentences: Interrogative Transforms

1. V + NP + V
   Are boys running?
2. V + ART. + N + V
   Is the girl playing?
3. V + ART. + ADJ. + N + V
   Was the young boy crying?
   (be)
4. V + NP + V + ADJ.
   Is he being stubborn?
   (be)
5. V + NP + V + NP
   Could she be my relative?
6. V + NP + V + ADV.
   Is the water running swiftly?
7. V + NP + V + PP
   Is John going to town?
8. V + NP + PP + V
   Is the lion in the cage growling?
9. V + NP + V + NP
   Is Mary eating candy?

HIGH

SENTENCE

The student will (in addition to medium level):

G Continue with compound sentences.

14. It must rain or the crops will die.
    The baby cried but everyone slept.

a. (be) (be)
   NP + V + ADJ. + NP + V + ADJ.
   John is tall and Mary is short.

b. (be) (be)
   NP + V + N + NP + V + NP
   Sally is my friend but Rose is my sister.

c. NP + V + NP + NP + V + NP
   (Direct Objects)
   Bobby bought some candy, and Ben ate it.
   The cowboy roped the calf, and his girl friend watched him.

15. NPI (Infinitive used as a noun)
    (be)

a. NPI + V + ADJ.
   To remember would be unfortunate.
   (be)

b. NPI + V + NP
   To succeed is our goal.

c. NP + V + NPI (direct object)
   John dared to hide.

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT

TERMINAL OBJECTIVE

THE STUDENT WILL INCREASE THE SKILL OF USING PARAGRAPH DEVELOPMENT PATTERNS BY WRITING A TOPIC SENTENCE WITH GIVEN NUMBER OF SUPPORTING SENTENCES. HE WILL OBSERVE THE PREVIOUSLY STUDIED PARAGRAPH SKILLS.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Write paragraphs using main idea and adding major details. W Pick out and write main idea and major details in paragraphs.	W Master indentation of paragraphs. W Organize paragraphs with details relating to a main idea.	W Write a paragraph of a minimum of five sentences of each of the following types: introductory, definition, illustration, example, comparison-contrast and summary.
	MATERIALS	
Films: Building Better Paragraphs Let's Write a Story Filmstrips in IMC	Tape: F-13 Summarizing EDL Listen and Write	Programmed Writing, Gordon, Bugard, Young
ESSAYS	ESSAYS	ESSAYS

TERMINAL OBJECTIVE

THE STUDENT WILL COMPARE HIS OWN POINT OF VIEW WITH THAT OF THE AUTHOR AND MAKE A WRITTEN STATEMENT OF HIS FINDINGS.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Make a report on a story or article he has read.	R Examine essays that illustrate types of paragraph development.	R Read an essay as a presentation of a personal point of view. W List the differentiating characteristics of essays.

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
DECLAMATION	DECLAMATION	DECLAMATION

TERMINAL OBJECTIVE

THE STUDENT WILL STUDY A DECLAMATION FOR FEELING AND INTERPRETATION AND WILL SHOW HIS UNDERSTANDING OF THE AUTHOR'S MEANING.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
S Express orally the ideas gained by listening to selections read by the teacher.	R Follow the author's organization in the development of his article: main idea; important details; minor details.	W Outline the specific idea or meaning of an author.
R Select and read a declamation; give the general meaning of the chosen selection.	R Examine the writing to determine unity, validity and contribution.	W Express ideas with clarity.
	S Tell what the author means in short selected prose.	W Respond to ideas and state opinions advanced in a specific writing.
	S Prepare a piece and present it orally in class giving attention to interpretation of feeling and mood of the selection.	S Prepare one selection for oral presentation to the class or in the speech festival.

LISTENING - TAPED STORIES	LISTENING - TAPED STORIES	LISTENING - TAPED STORIES

TERMINAL OBJECTIVE

THE STUDENT WILL LISTEN TO TAPED STORIES TO COMPARE THE VARIATIONS IN SPOKEN ENGLISH, TO CONTRAST VOCAL CHARACTERISTICS USED IN MAKING STORIES MORE VIVID, AND TO DEVELOP A PERSONAL AWARENESS THAT LITERATURE DOES NOT JUST MEAN READING.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
L Listen to taped stories and have discussions.	L Listen and select correct responses to questions correlated with the story.	L Contrast vocal characteristics used to make stories more vivid.
		R Develop a personal awareness that literature does not just mean reading.
		W Write personal impressions gained from listening to taped presentations.

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
LISTENING - TAPED STORIES CONTINUED	LISTENING - TAPED STORIES CONTINUED	LISTENING - TAPED STORIES CONTINUED
		L Listen and compare variations of spoken English.
		W List principal ideas from a taped story.
	MATERIALS	
TAPES: F-1 How Well Do You Listen? F-2 Listening and Reading F-15 Outlining, Finding the Skeleton in Listening D-2 A Factor in Communication	Filmstrip: L-19 Listening and Reading Skills Listening Center Booklets EDL Listen	16mm Movies: Developing Reading Maturity - Comparative Reading Mark Twain Gives an Interview
BOOK REPORTS	BOOK REPORTS	BOOK REPORTS

TERMINAL OBJECTIVE

THE STUDENT WILL SHOW HIS UNDERSTANDING OF OUTSIDE READING BY GIVING ORAL AND WRITTEN BOOK REPORTS.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
S Demonstrate his understanding of the story by telling about the plot, characters, and the setting.	S Show his understanding of outside reading by giving oral and written book reports.	W Name the author and title of the book and give a general summary or impression of the book. W State the theme and its treatment. W If fiction, explain the setting, characters and plot.
	MATERIALS	
Unfinished Stories (NEA) Papertexts	Scholastic Literature Units McGraw-Hill Paperback Series	Fiction Tapes: F-27 Novel, F-10 Organizing, F-2 Listening

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
LITERATURE	LITERATURE	LITERATURE

TERMINAL OBJECTIVE

THE STUDENT WILL INCREASE READING ABILITY BY MASTERY OF WORD ATTACK SKILLS INVOLVING PREFIXES, SUFFIXES, ROOTS, AND BLENDS. HE WILL ALSO READ FOR THE MESSAGE OF THE PARAGRAPH BY DETAILED STUDY OF RECOGNITION OF MAIN IDEAS, READING FOR IMPLIED MEANINGS, UNDERSTANDING COMPARISONS, AND LOCATING MATERIAL EFFICIENTLY.

The student will:

R Sk Use consonant blends, digraphs, double vowels as part of word attack skills.

R Sk Review CVC silent "e" pattern.

R Sk Work with endings and suffixes (-able, -al, -ance, - ant, -ent).

R Sk Continue work with prefixes (con-, de-, dis-, en-) and roots of familiar English words.

R Sk Work on syllabication of double consonants.

R Sk Read for key sentence and main idea.

R Sk Recognize sentences with the pattern N V N.

R Sk Follow sequence and action in reading.

The student will (in addition to low level):

R Sk Expand word attack skills by learning suffixes (-ish, -ive, -ous), and prefixes of position, time and number.

R Sk Become familiar with roots in words.

R Sk Understand the message of the paragraph by recognizing how the main idea is made clear, methods of developing main idea, position of key sentence.

R Sk Read for details and implied meanings to discover deeper meanings; read to answer questions.

R Sk Skim for facts and main ideas.

The student will (in addition to medium level):

R Sk Learn the new meanings for familiar words and study word parts.

R Sk Increase reading comprehension by:

- Following main ideas through a selection.
- Showing how details are related to main ideas.
- Finding clues to the key sentence.
- Showing how context clues reveal meaning within the sentence and within the paragraph.
- Reading with a purpose: skim, read for mastery, read for pleasure.
- Locating information efficiently.
- Recognizing important and unimportant details.
- Developing an outline for study.
- Summarizing a paragraph.

LANGUAGE ARTS CURRICULUM

Third Quarter

TERMINAL OBJECTIVE

THE STUDENT WILL READ SUGGESTED MATERIALS TO INCREASE READING SKILLS AND TO DISCOVER THAT READING CAN BE A RECREATIONAL OUTLET.

LOW LITERATURE

The student will:

DR Read a short selection of non-fiction and report the main idea, followed by two or more details.

DR Read to find the answers to questions.

DR Read the materials he likes for the fun of learning what he wants to know.

DR Read selections in literature from such sources as:
- Sports
- The World and Its Wonders
- New Discoveries
- Indian Literature: "The Black Bulls", "The Lad and the Chestnuts", "Selections from the Hako: A Pawnee Ceremony", "Me", "Strange New World of the White Man"

MEDIUM LITERATURE

The student will (in addition to low level):

DR Discuss the development of mood in a story.

DR Choose those points which aid in developing the theme in the story, prose, and poetry.

DR Read selections in literature from such sources as:
- America Grows
- Our Scientific World
- Interesting People
- Indian Literature: "The Corn Maids", "A Visit from the New People", Poetry, Language Arts Publications, "Nora Guinn, Eskimo Judge", "Annie Dodge Wauneka"

HIGH LITERATURE

The student will (in addition to medium level):

DR Give reasons why reading is one of the best means of increasing one's knowledge and of finding a recreational outlet.

DR Select a reporting method which will be most effective.

DR Read selections in literature from such sources as:
- Americans in the World
- Great Stories of all Lands
- Indian Literature: "Indian Religions", Miracle Hill, "To Catch a Never Dream", Student authors in Naatsiilid, "Taherussawichi", "Tom Nakai Tsosie"

MATERIALS

The World and Its Wonders
New Discoveries
"The Black Bulls", Anthology, p. 254
"The Lad and the Chestnuts", Anthology, p. 50
Contemporary Writings: "A Look At" Series, LA Dept.
"Selections from Hako: Pawnee Ceremony", Anthology, pp. 86-91
Poetry: Smoke Signals and Naatsiilid
"Strange New World of the White Man", Anthology, p. 241

America Grows
Our Scientific World
Interesting People
"The Corn Maids", Anthology, p. 35
"A Visit from the New People", Anthology, pp. 254-255
"Nora Guinn, Eskimo Judge", Anthology, p. 287
"Annie Dodge Wauneka", Anthology, p. 283

Americans in the World
Great Stories of All Lands
"Indian Religions", filmstrip with recording, IMC
Miracle Hill, Emerson Roanhorse Mitchell, ISL
"To Catch a Never Dream", Brian King, play, Scope, Sept. 22, '69
"Taherussawichi", Anthology, p. 278
"Tom Nakai Tsosie", Anthology, p. 221

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
REPORTING ARTICLES	REPORTING ARTICLES	REPORTING ARTICLES

TERMINAL OBJECTIVE

THE STUDENT WILL WRITE A COMPREHENSIVE REPORT USING MATERIALS GLEANED DURING STUDY OF AN ARTICLE.

LOW	MEDIUM	HIGH
The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Write a report in his own words from a paragraph assigned to the class.	W Write and deliver summary reports from periodicals and reference sources.	W Fill in a blank outline of proper outline form from sample.
W Write a report in his own words based on articles in periodicals, newspapers, or books.	W Give credit for any parts directly quoted.	W Make an outline of three related articles from newspapers or periodicals.
W Make a main idea outline of the above article.	W Write outlines consisting of at least two main ideas and two sub-ideas for each part.	W Develop a resource paper, noting a minimum of three sources.
	W Write a paper following the outline.	
	R Review the author's background to assess his authority to treat the subject.	
	R Follow the author's organization in the development of his article: main idea, important details, minor details.	
	R Examine the writing to determine unity, validity and contribution.	

MATERIALS

Filmstrips in IMC
Film: Making Sense with Outlines
Periodicals
Newspapers
Books

TAPE: F-15 Outlining

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
PREPARATION FOR SPEECH AND POETRY FESTIVAL	PREPARATION FOR SPEECH AND POETRY FESTIVAL	PREPARATION FOR SPEECH AND POETRY FESTIVAL

TERMINAL OBJECTIVE

THE STUDENT WILL SELECT AND PREPARE A SELECTION OF HIS CHOICE IN THE FOLLOWING AREAS OF COMPETITION: SHORT STORY, DRAMATIC READING, HUMOROUS READING, DECLAMATION, ORIGINAL ORATORY AND POETRY.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
S Prepare one selection with the view of entering the speech festival competition.	S Select a humorous incident or anecdote and prepare it for presentation.	R Select materials suitable to enter in the school speech festival.
S Participate in choral poetry.	R Interpret the meanings of poems as he reads and studies them.	R Read and select three Indian poems to develop a theme, i.e., my land, my people, love, tomorrow, nature, etc. Prepare transitional paragraph between the poems.
S Grow in pose and confidence through group reading with stress on punctuation, rhythm, intonation, clarity, and meaning.	R Read short poems; select one to share with the class.	S Present, in class, a poem, a reading, or a speech of competition quality.
	W Make a scrapbook of poetry selections for enjoyment, information, and inspiration.	S Participate in the speech festival in the area of his choice.

MATERIALS

Scholastic Units Poetry Naatsiilid Recommended Literature Anthologies	Scholastic Units Poetry Naatsiilid Recommended Literature Anthologies	Scholastic Units Poetry Naatsiilid Language Arts Scrapbooks Recommended Literature Anthologies

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW	MEDIUM	HIGH
ARTICLE READING	ARTICLE READING	ARTICLE READING

TERMINAL OBJECTIVE

THE STUDENT WILL, FROM THE UNIT ON ARTICLE READING, FOLLOW ORGANIZATION; DISTINGUISH BETWEEN FACT AND ASSUMPTION; RELATE THE IDEAS TO HIS OWN.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Show that he can recognize the main idea of an article by correctly choosing 75% of the time from three possible main ideas on material appropriate to his level.	W Write and deliver summary reports from periodicals and reference sources.	W Judge the writer's background and bias.
R Determine whether the author is reporting an event that actually happened, giving an opinion, or writing a story to amuse the reader.	W Give credit for any parts directly quoted.	S Distinguish between fact and assumption.
S Compare two pieces of literature and tell which one is more interesting to him and why it is.	W Write outlines consisting of at least two main ideas and two sub-ideas for each part.	S Discuss his ideas in relation to the article.
	W Write a paper following the outline.	W Follow the author's organization by listing main ideas and supporting details.
	R Review the author's background to assess his authority to treat the subject.	W Make an outline of three related articles from newspapers or periodicals.

MATERIALS

Scope
Read
Texts: Exploring Life Through Literature
World of America
Literature and Life
Wide, Wide World

LANGUAGE ARTS CURRICULUM

Third Quarter

LOW

WRITING A CRITICISM

MEDIUM

WRITING A CRITICISM

HIGH

WRITING A CRITICISM

TERMINAL OBJECTIVE

THE STUDENT WILL WRITE A CRITICAL EVALUATION OF ARTICLES HE HAS READ.

The student will:

W Select and write an evaluation for a short article from a current newspaper: Eagle Views, Navajo Times, etc., which contains an article with which he (1) agrees (2) disagrees.

The student will (in addition to low level):

W Write a response or critique of an article about a contemporary Navajo issue appearing in a newspaper or magazine.

The student will (in addition to medium level:

W Write a response or critique of an article about a contemporary Indian, American or world issue appearing in a newspaper or magazine.

MATERIALS

Eagle Views
Navajo Times

WRITING TO PERSUADE

WRITING TO PERSUADE

WRITING TO PERSUADE

TERMINAL OBJECTIVE

BY BUILDING EFFECTIVE SENTENCES, DEVELOPING LOGICAL ORDER AND VALID DETAILS, THE STUDENT WILL WRITE TO PERSUADE.

The student will:

W Write one-paragraph persuasion presenting a point of view with supporting details.

W Write a three to five paragraph paper, developing each argument into paragraph length.

W Compile a list of ten facts to support a chosen position.

W Order the facts in logical sequence.

W Develop sentences and transitions to present the argument in essay form.

MATERIALS

16mm Movies: One Man's Opinion
Any of the Indian culture films

LANGUAGE ARTS CURRICULUM

Third Quarter

ARGUMENTATION ARGUMENTATION ARGUMENTATION

TERMINAL OBJECTIVE

THE STUDENT WILL SELECT A TOPIC FOR ARGUMENTATION, DEVELOP A POINT OF VIEW, AND DEFEND THAT POINT OF VIEW BY ORGANIZING FACTS, USING LOGICAL ORDER OF DEVELOPMENT, AND ESTABLISHING PROOFS THAT SUMMARIZE A CONCLUSION FROM THE ARGUMENT PRESENTED.

The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
S Discuss and select a topic for argumentation.	S Develop a point of view and defend that point of view.	W Prepare a topic for argumentation developing a point of view through logical order, using valid facts and drawing a conclusion. S Refute a point of view with facts. S Select a current topic and through group presentation conduct class debates on those topics.
	MATERIALS	16mm Movies: Communism Iron Curtain Lands Our Bill of Rights Our Constitution

LANGUAGE ARTS CURRICULUM

FOURTH QUARTER

CONTENTS

Sentence
Panel Discussion
Creative Writing
Literature
Classroom Drama
    Role Playing
    Small Group Reading
    Class Reading
Literature
Novel

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW	MEDIUM	HIGH
SENTENCE	SENTENCE	SENTENCE

TERMINAL OBJECTIVE

THE STUDENT WILL REVIEW SENTENCE PATTERNS ALREADY PRESENTED. THEY WILL GAIN SKILL IN USING INDIRECT OBJECT SENTENCE PATTERNS AND BECOME FAMILIAR WITH THE COMPOUND SENTENCE. ADJECTIVE AND ADVERBIAL CLAUSES WILL BE INTRODUCED ALONG WITH THE CORRECT PUNCTUATION OF COMPLEX SENTENCES.

The student will:

G Write sentences from the basic patterns in Review A.

1. N + V
2. ART. + N + V
3. ART. + ADJ. + N + V
   (be)
4. NP + V + ADJ. (Predicate Adjective)
   (be)
5. NP + V + NP (Predicate Noun)
6. NP + V + ADV.
7. NP + V + PP
8. NP + PP + V
9. NP + V + NP (Direct Object)

G Write interrogative transforms.

1. V + NP + V
   Are boys running?
2. V + ART. + N + V
   Is the girl playing?
3. V + ART. + ADJ. + N + V
   Was the young boy crying?
   (be)
4. V + NP + V + ADJ.
   Is he being stubborn?

The student will (in addition to low level):

G Write sentences following the indirect object sentence pattern.

(I.O.) (D.O.)

10. NP + V + NP + NP
    John gave Mary the book.

Write sentences using combinations of compounded elements to increase levels of complexity.

14. NP + V + NP + V (Compound Sentence)
    The girls danced, and the boys watched.
    The baby cried, but everyone slept.
    (be) (be)

A. NP + V + ADJ. + NP + V + NP
   John is tall, and Mary is short.
   (be) (be)

B. NP + V + N + NP + V + NP
   Sally is my friend, but Rose is my sister.

C. NP + V + NP + NP + V + NP
   (Direct Object)
   Bobby bought some candy, and Ben ate it.

The student will (in addition to medium level):

G Write sentences using adjective clauses.

(be)

16. A. NP + (AC) + V + ADJ.
    The man who won the prize is happy.

B. NP + V + NP + (AC)
   John is the happy man who won the prize.

C. NP + V + NP + (AC)
   The boys rode bulls that were not too mean.

D. NP + V + PP + (AC)
   Mary went with boys who were friendly.

(I.O.) (D.O.)

E. NP + V + NP + (AC) + NP
   The father sent his son who was in Vietnam a picture of the family.

G Write sentences using adverbial clauses.

The independent clause will be identified as I.C. and the adverbial clause (dependent clause) as ADV. C.

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW

SENTENCE

The student will:

G Write sentences using the interrogative transforms.
(be)

5. V + NP + V + NP
   Could she be my relative?

6. V + NP + V + ADV.
   Is the water running swiftly?

7. V + NP + V + PP
   Is John going to town?

8. V + NP + PP + V
   Is the lion in the cage growling?

9. V + NP + V + NP
   Is Mary eating candy?

Pre-determined language arts textbooks related to all the areas of the curriculum.

MEDIUM

SENTENCE

The student will (in addition to low level):

G Continue grammar work in detail, especially with emphasis in writing sentences with compound elements.

MATERIALS

Pre-determined language arts textbooks related to all areas of the curriculum.

HIGH

SENTENCE

The student will (in addition to medium level):

G Write sentences using adverbial clauses.

A. (I.C.) + ADV. C.
   Babies cry when they are hungry.

B. ADV. C. + (I.C.)
   If lightning strikes thunder usually follows.

Pre-determined language arts textbooks related to all areas of the curriculum.

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW	MEDIUM	HIGH
PANEL DISCUSSION	PANEL DISCUSSION	PANEL DISCUSSION
	TERMINAL OBJECTIVE	
	THE STUDENT WILL PARTICIPATE IN A CLASSROOM PANEL DISCUSSION AS A MODERATOR OR PANEL MEMBER.	
The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
L Observe a panel discussion. W List purposes served by a panel discussion.	S Assume a participating role in discussion. W List types of discussion forms available for use. W Outline the responsibilities of group members and leaders.	S Participate as a member or student moderator for at least one form of discussion group. L Learn to listen attentively and critically to the ideas of others. S Help select a discussion topic for class discussion panel.
	MATERIALS	
		16mm Movies: Parliamentary Procedures in Action Speech: Conducting A Meeting Majority Vote
CREATIVE WRITING	CREATIVE WRITING	CREATIVE WRITING
	TERMINAL OBJECTIVE	
	THE STUDENT WILL WRITE A MINIMUM OF THREE SELECTIONS CHOSEN FROM: PROSE, POETRY, SIMPLE STORIES AND DRAMA.	
The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
W Write prose, poetry and simple stories based on his own experiences. W Write editorials based on campus situations and on items of concern to the Navajos.	W Write prose, poetry, dialogue, simple stories and drama.	W Retell an old time Navajo story. W Write a story considered Navajo folklore. W Select a subject and a form to share a personal experience of their choice.

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW LITERATURE

MEDIUM LITERATURE

HIGH LITERATURE

TERMINAL OBJECTIVE

THE STUDENT WILL USE VOWEL COMBINATIONS AND SYLLABLE BLENDS AND CONTINUE WORK WITH PREFIXES, SUFFIXES, SYLLABICATION, AND SENTENCE PATTERNS. IN ADDITION, HE WILL LEARN TO CHANGE NOUNS TO VERBS AND ADJECTIVES, IDENTIFY WORD MEANINGS THROUGH THE PARTS AND USE NEW WORDS TO DEVELOP CONCEPTS. INCREASE COMPREHENSION BY RECOGNIZING KEY WORDS IN COMPLEX SENTENCES AND INVERTED ORDER, DESCRIPTIVE WORDS, FUNCTION OF VERBALS, PHRASES, FIGURES OF SPEECH AND MEANING THROUGH PUNCTUATION.

The student will:

R Sk Continue work with prefixes (ex-, in-, pre-, pro-, re-, un-), suffixes (-ful, -ive, -ment, -ness, -ons, -tion).

R Sk Use dictionary pronunciation key.

R Sk Review vowel combinations and syllable blends.

R Sk Follow sequence of facts in a paragraph.

R Sk Develop simple one or two level outlines from reading materials.

DR Read selections from literature from such sources as:
Humor
Selected Tales - Old and New
Indian Literature:
"Poor Boy and the Mud Ponies",
"Biography: Annie Dodge Wauneka",
"Speech Before the Feast of the Dodge Warriors"

The student will (in addition to low level):

R Sk Review word attack skills including: suffixes, prefixes and roots.

R Sk Identify and select various paragraph patterns from assigned literature.

R Sk Use key words and context clues to develop concepts.

R Sk Follow sequence in details for main idea.

R Sk Use critical reading skills to arrive at sound conclusions.

R Sk Develop an outline, from an assigned reading.

R Sk Identify the title, main idea and major details in literature selections.

R Sk List the sequence of events in stories.

R Sk Show his understanding of the main idea by identifying major and minor details in reading.

The student will (in addition to medium level):

R Sk Continue with word attack skills by: changing nouns to verbs and adjectives, and identifying word meanings through the parts.

R Sk Increase comprehension by:
Reading critically
Comprehending the author's point of view,
Evaluating evidence in writing,
Identify fact versus opinion,
Drawing conclusions from facts,
Understanding the cause-effect relationship,
Detecting "colored words" and bias
Recognizing propaganda
Gathering information on a point from various sources.

DR Read selections from literature from such sources as:
The Endless Search for Meanings
Being a Good American
Treasure of our Heritage
Indian Literature:
"Story of He-Who-Teaches-Himself",
The Soul of the Indian

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW	MEDIUM	HIGH
LITERATURE (CONTINUED)	LITERATURE (CONTINUED)	LITERATURE (CONTINUED)
The student will:	The student will (in addition to low level):	The student will (in addition to medium level):
DR Continue with directed reading from: "Ohiyesa Remembers the Past", "Warrior Saved by the Pigmies"		DR Continue with directed reading from: "Sitting Bull Defends His Character", "Manuelito", "Red Jacket"
	MATERIALS	
"Poor Boy and the Mud Ponies", Anthology, p. 120 "Biography: Annie Dodge Wauneka", Anthology, p. 283 "Speech Before the Feast of the Warriors", Poetry, Chapter 7, Youth and Young Adult Indians, Anthology p. 207-236	"The Shining Lodge", Harvest of American Folk Tales "Coyote Tales", Folk Art Theater, Haskel Print Shop "The War God's Horse Song", Anthology, p. 91 "Crow Indian's War Song", Anthology p. 17 "Maria Martinez Ildefonzo Pueblo", Anthology, p. 288	"Story of He-Who-Teaches-Himself", Bert Tallsalt, Anthology, p. 184 The Soul of the Indian, Charles A. Eastman "Sitting Bull Defends", Sitting Bull, Anthology, p. 152 "Manuelito", Anthology, p. 171 "Red Jacket", Anthology, pp. 145-146

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW	MEDIUM	HIGH
CLASSROOM DRAMA	CLASSROOM DRAMA	CLASSROOM DRAMA

TERMINAL OBJECTIVE

THE STUDENT WILL PARTICIPATE IN THE READING OF A ONE-ACT PLAY TO DEVELOP AN UNDERSTANDING OF THE STRUCTURE OF DRAMA AND TO DEVELOP VOICE CHARACTERIZATION AND INTERPRETATION THROUGH ORAL READING. IN ADDITION, HE WILL WRITE AND STAGE A SIMPLE SKETCH FROM A SHORT STORY.

(Role Playing) The student will: S Participate in the reading of a one act play. S Follow the script and read an assigned part.	(Role Playing) The student will (in addition to low level): S Read with expression a part in a one-act play. S Prepare a part with a selected group to present before a class. S Pantomime: characters, situations, charades individually. MATERIALS Thirty Plays for Classroom Reading, Durrell & Crossley	(Role Playing) The student will (in addition to medium level): S Read a role in the play to develop voice characterization and interpretation. S Present individual plays before other classes.
(Small Group Reading) The student will: S Participate in the reading of a one act play.	(Small Group Reading) The student will (in addition to low level): R Select one act plays suitable to read before the class. S Develop characterization, voice, and body action. S Prepare to read before the class.	(Small Group Reading) The student will (in addition to medium level): S Discuss social concepts and human reactions found in plays read. S Select the most meaningful section and memorize for class presentation. S Develop meaningful characterization, voice and body action for plays studied and memorized.

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW

CLASSROOM DRAMA CONTINUED

(Class Reading)

The student will:

S Participate in reading a short story.

W Outline the characters who are in the story and note the setting.

MEDIUM

CLASSROOM DRAMA CONTINUED

(Class Reading)

The student will (in addition to low level):

R Select a story suitable for class reading.

W List the characters found in the story.

W Write a dialogue using the characters from the story.

S Present the story with dialogue for the class.

S Use pantomime to tell a simple story that has been read.

HIGH

CLASSROOM DRAMA CONTINUED

(Class Reading)

The student will (in addition to medium level):

W Prepare a list of most common human movements observed in people.

S Compare the importance of the play, actors and audience to one another.

S Participate as a reading character in a short story.

W Make a list of characteristics a person must have to make characterization realistic.

S Prepare a readers' theatre or one act play for sharing in class.

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW

LITERATURE

MEDIUM

LITERATURE

HIGH

LITERATURE

TERMINAL OBJECTIVE

THE STUDENT WILL RECITE FROM THEIR OWN LITERARY HERITAGE THE STORIES THAT PRESENT HISTORY, LEGEND AND HUMOR.

The student will:

DR Identify North American Indians who have great talent as poets.

DR Read and recite examples of poetry from the chants and ceremonials that are functional and created for a purpose other than entertainment.

The student will (in addition to low level):

S Explain the place of the tribal storytellers in handing down tribal lore for their children.

W List reasons why these stories are basic to the religious beliefs of the people.

W Write, tell or draw his visual impressions from descriptions given in literature selections.

S Retell an old-time Navajo story.

The student will (in addition to medium level):

W Write a story considered Navajo folklore.

W List the elements needed for story telling.

W List and follow the steps required in adapting a story for telling.

S Prepare a story for presentation to the class.

MATERIALS

An Album of the American Indian, Yellowrobe
Famous Indian Chiefs, Moyer
Famous Indian Tribes, Moyer
The Navajo, Bleaker
An Anthology of North American Indian Literature, Lauritzen

Naatsiilid
Indian Legend or Adventure

LANGUAGE ARTS CURRICULUM

Fourth Quarter

LOW	MEDIUM	HIGH
NOVEL	NOVEL	NOVEL

TERMINAL OBJECTIVE

THE STUDENT WILL LISTEN TO OR READ A NOVEL FROM WHICH HE MAY IDENTIFY ELEMENTS OF LITERATURE. HE WILL ALSO IDENTIFY ELEMENTS COMMONLY USED IN LITERATURE TO BUILD EMOTION AND CREATE RISING AND FALLING CONFLICT OFTEN OCCURRING IN THE INTERACTION OF ENVIRONMENT.

The student will:

L Listen to a recording or cutting of a novel.

W Identify plot, major characters and give general impression of the book.

The student will (in addition to low level):

W Identify and list the valid differences between fiction and non-fiction materials.

W Describe in writing the author's method of developing a character and maintaining a unity in the plot of a story.

W Prepare book reports which may be:
1. Oral report to the class.
2. Oral report and discussion with the teacher.
3. Written report.

The student will (in addition to medium level):

S Identify ways in which non-fiction materials can best serve the reader.

W Prepare a list of steps required to find informational and pleasure reading books from the library.

W Identify the elements of literature commonly written about e.g., hopes, fears, struggles, successes and failures in interaction with environment.

R Read a variety of authors and types of stories.

S Detect elements which detract from objectivity: overstatement, false assumption, faulty journalism, opinion versus fact, bias and prejudice, and similar devices.

W List ways in which literature has the power to present human experience

W Prepare book reports which present a critical evaluation of the novel read.